

## **The use of problem-based technologies in multicultural education of future teachers**

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### **Abstract**

© 2016 Gabdulchakov, Galimova and Yashina. The relevance of the problem under study is determined by the necessity to intensify practical effect of multicultural education when future teachers education on the one hand and the absence of algorithms of effective use of pedagogical technologies at universities on the other hand. In this respect the aim of the research presented in the article is to define the appropriate algorithm of using pedagogical technologies in multicultural education. The leading method in the problem research is project method which allows grouping the system of active methods and identify the best algorithm (curriculum) for using problem-based technologies. As a result of examining different combinations (algorithms) of using these technologies we established that optimality (effectiveness) of multicultural education at university can be achieved at the teaching level by progressing from communicative technology to critical thinking technology, then to case-study technology, module learning, project technology, problem-based learning and moderation technology with an expert problem seminar at the end; at the level of study - by progressing from understanding the problem, determining the ways for solving the problem, selecting arguments before discussing the ways of problem solving and summing up at expert problem seminar. The article materials can be useful for pedagogical university teachers.

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### **Keywords**

Algorithm, Multicultural education, Technology, University